

Williams Elementary/Middle School

ARIZONA SCHOOL REPORT CARD 2003-04

601 N. 7th Street, Williams, AZ 86046

Williams Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

Underperforming*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

Year 2

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. David Bowling
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-8
2003 Enrollment : 583
Web Address : wusd2.org
Phone Number : (928) 635-4428
Fax Number : (928) 635-1213
E-mail : dbowling@wusd2.org

Mission

Our mission is to meet the academic, physical, social and emotional needs of all students. We encourage full parent/teacher partnerships and welcome parents to be active in our school.

School / Academic Goals

- Continue to use SAT 9 and AIMS test data to analyze student performance in content clusters to assist in the modification of curriculum to meet the needs of students. Continue to develop assessments aligned to AZ state standards.
- Develop a broader range of programming to meet the educational needs of all students, including gifted, and Title I. This year's goal is to complete computer labs for both elementary and middle school students.

Instructional Programs

- Middle School Core Acad. & Experientials
- On-site Special Education
- After School Program SOAR
- Special Education Preschool

Enrollment

October 1, 2002 School Year Student Enrollment : 537
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 18

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 42 minutes
First Day of School : 9/2/2003
Last Day of School : 6/4/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Williams Elementary/Middle School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 3 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Advisory Role to Governing Board
- Ü Curricular Review and Improvements
- Ü A+ School Improvement
- Ü School Safety Issues
- Ü Student Discipline
- Ü Community Public Relations

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	36.00
Other Professional Staff	4.00	Teacher Aide	11.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	3	0	0
4 to 6 years	6	0	0	0
7 to 9 years	4	2	0	0
10 or more years	7	6	0	0

Shared Responsibilities

School

The staff and administrators recognize that students are unique individuals; and every effort will be made to meet their intellectual, behavioral, emotional, physical and social needs.

Parents

The school expects all parents to ensure maximum attendance of their children, by requiring their children to cooperate in the educational endeavors and by fostering an attitude in their children that recognizes the importance of education.

Resources Available at School Site

Special Facilities

- Ü Computer/Technology Lab
- Ü Local Area Network/Internet T-1 Connect.

Extracurricular Activities

- Ü Student Council
- Ü Interscholastic Athletics
- Ü Academic Competitions
- Ü Geography Bee/Spelling Bee

Social Services

- Ü Health Services
- Ü After School & Mentoring Programs
- Ü Counseling Services
- Ü Crisis Intervention

Transportation Policy

Williams Unified School District extends to the Yavapai County line on the west and south while bordering on the community of Tusayan to the north and Parks on the east. Daily morning pick-ups and afternoon drop-offs serve all but the remote regions.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü We met our goal of achieving AYP for the 2002-03 school year, and are working to develop comprehensive curriculum and assessments aligned to the AZ state standards.
- ü We are in the process of creating computer labs for both the elementary and middle school sides of our building.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü Coconino County Small & Rural Teacher of the Year	2000
ü Coconino County Small & Rural Teacher of the Year	2001
ü Coconino County Small & Rural Teacher of the Year	2002
ü Coconino County Small & Rural Teacher of the Year	2003

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	94	95	94	96
Transfers Out ³	17	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	19	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	42	43
Grades 3-4	81	81
Grades 4-5	68	78
Grades 5-6	67	89
Grades 6-7	52	32
Grades 7-8	74	52

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	56	75372	98	98	101	497	497	523	19	19	9	29	29	25	40	40	36	12	12	30
All Students (Prior Year)	65	66	70809	NA	NA	NA	486	486	518	21	21	11	46	47	27	25	24	35	9	9	27
Female	26	26	36901	108	108	101	490	490	524	30	30	8	25	25	25	35	35	36	10	10	31
Male	30	30	38385	91	91	101	504	504	523	9	9	9	32	32	24	45	45	36	14	14	30
African American	NC	NC	3589	NC	NC	96	NC	NC	501	NC	NC	18	NC	NC	33	NC	NC	33	NC	NC	16
Hispanic	27	27	29103	100	100	99	480	480	510	31	31	12	31	31	31	38	38	36	0	0	20
Asian/Pacific Islander	NC	NC	1574	NC	NC	96	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	34	NC	NC	48
American Indian/Alaskan Native	NC	NC	5086	NC	NC	114	NC	NC	491	NC	NC	22	NC	NC	38	NC	NC	28	NC	NC	12
White	19	19	34597	86	86	98	508	508	535	18	18	4	12	12	20	47	47	38	24	24	38
Students with Disabilities	NC	NC	8057	NC	NC	99	NC	NC	496	NC	NC	23	NC	NC	31	NC	NC	28	NC	NC	17
Students without Disabilities	47	47	67315	100	100	101	499	499	525	18	18	8	29	29	24	42	42	37	11	11	31
Limited English Proficient Students	NC	NC	16925	NC	NC	112	NC	NC	482	NC	NC	27	NC	NC	40	NC	NC	26	NC	NC	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	NC	NC	26325				NC	NC	504	NC	NC	15	NC	NC	34	NC	NC	33	NC	NC	18
Non-Economically Disadvantaged	51	51	49047				502	502	530	13	13	6	29	29	21	45	45	37	13	13	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	57	75221	100	100	101	518	518	523	0	0	8	28	28	16	62	62	56	10	10	21
All Students (Prior Year)	63	63	70860	NA	NA	NA	504	504	524	20	20	9	29	29	17	33	33	45	18	18	30
Female	26	26	36833	108	108	100	512	512	526	0	0	6	35	35	15	65	65	56	0	0	23
Male	31	31	38319	94	94	101	525	525	520	0	0	9	21	21	17	58	58	56	21	21	18
African American	NC	NC	3597	NC	NC	97	NC	NC	510	NC	NC	14	NC	NC	22	NC	NC	53	NC	NC	11
Hispanic	28	28	29019	104	104	99	510	510	513	0	0	12	29	29	21	71	71	55	0	0	13
Asian/Pacific Islander	NC	NC	1572	NC	NC	95	NC	NC	536	NC	NC	2	NC	NC	9	NC	NC	57	NC	NC	31
American Indian/Alaskan Native	NC	NC	5071	NC	NC	114	NC	NC	502	NC	NC	20	NC	NC	27	NC	NC	46	NC	NC	8
White	19	19	34543	86	86	97	525	525	531	0	0	4	27	27	12	53	53	58	20	20	26
Students with Disabilities	NC	NC	8006	NC	NC	99	NC	NC	505	NC	NC	22	NC	NC	23	NC	NC	42	NC	NC	13
Students without Disabilities	48	48	67215	102	102	101	519	519	524	0	0	7	26	26	16	63	63	56	11	11	21
Limited English Proficient Students	NC	NC	16853	NC	NC	112	NC	NC	489	NC	NC	29	NC	NC	36	NC	NC	32	NC	NC	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	NC	NC	26256				NC	NC	509	NC	NC	14	NC	NC	24	NC	NC	51	NC	NC	11
Non-Economically Disadvantaged	52	52	48965				521	521	528	0	0	5	23	23	13	66	66	58	11	11	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	55	73654	96	96	99	520	520	530	5	5	9	24	24	13	71	71	70	0	0	7
All Students (Prior Year)	55	55	68592	NA	NA	NA	522	522	542	10	10	9	25	25	12	58	58	63	6	6	16
Female	24	24	36239	100	100	99	523	523	537	10	10	7	30	30	11	60	60	72	0	0	10
Male	31	31	37301	94	94	98	517	517	523	0	0	12	17	17	15	83	83	68	0	0	5
African American	NC	NC	3488	NC	NC	94	NC	NC	515	NC	NC	16	NC	NC	18	NC	NC	62	NC	NC	4
Hispanic	27	27	28348	100	100	96	519	519	520	7	7	13	29	29	17	64	64	65	0	0	5
Asian/Pacific Islander	NC	NC	1558	NC	NC	95	NC	NC	547	NC	NC	3	NC	NC	8	NC	NC	76	NC	NC	13
American Indian/Alaskan Native	NC	NC	4947	NC	NC	111	NC	NC	507	NC	NC	22	NC	NC	22	NC	NC	53	NC	NC	3
White	18	18	33924	82	82	96	516	516	537	7	7	5	20	20	10	73	73	75	0	0	9
Students with Disabilities	NC	NC	7306	NC	NC	90	NC	NC	506	NC	NC	24	NC	NC	20	NC	NC	52	NC	NC	4
Students without Disabilities	48	48	66348	102	102	100	520	520	531	5	5	8	24	24	13	71	71	71	0	0	8
Limited English Proficient Students	NC	NC	16422	NC	NC	109	NC	NC	495	NC	NC	30	NC	NC	27	NC	NC	43	NC	NC	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	NC	NC	25711				NC	NC	514	NC	NC	16	NC	NC	19	NC	NC	61	NC	NC	3
Non-Economically Disadvantaged	50	50	47943				525	525	535	3	3	7	18	18	11	79	79	74	0	0	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	61	76230	105	105	101	498	498	498	4	4	12	52	52	38	12	12	12	33	33	37
All Students (Prior Year)	59	59	72888	NA	NA	NA	504	504	494	9	9	14	40	40	40	9	9	12	43	43	34
Female	30	30	37247	103	103	100	499	499	500	4	4	11	54	54	40	11	11	13	32	32	37
Male	31	31	38725	107	107	101	496	496	497	4	4	14	50	50	37	13	13	12	33	33	37
African American	NC	NC	3594	NC	NC	96	NC	NC	476	NC	NC	22	NC	NC	46	NC	NC	11	NC	NC	21
Hispanic	25	25	28100	86	86	98	484	484	482	5	5	18	70	70	47	10	10	11	15	15	24
Asian/Pacific Islander	--	--	1447	--	--	95	--	--	527	--	--	5	--	--	26	--	--	11	--	--	58
American Indian/Alaskan Native	NC	NC	5292	NC	NC	113	NC	NC	463	NC	NC	31	NC	NC	47	NC	NC	8	NC	NC	14
White	26	26	35389	96	96	96	504	504	514	5	5	6	41	41	32	14	14	14	41	41	48
Students with Disabilities	NC	NC	9022	NC	NC	105	NC	NC	465	NC	NC	31	NC	NC	43	NC	NC	8	NC	NC	17
Students without Disabilities	57	57	67208	106	106	100	498	498	500	4	4	12	52	52	38	12	12	12	33	33	38
Limited English Proficient Students	NC	NC	14826	NC	NC	113	NC	NC	460	NC	NC	31	NC	NC	51	NC	NC	8	NC	NC	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	NC	NC	25037				NC	NC	477	NC	NC	21	NC	NC	47	NC	NC	11	NC	NC	21
Non-Economically Disadvantaged	56	56	51193				500	500	507	4	4	9	50	50	35	10	10	13	35	35	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	60	76202	103	103	101	505	505	505	6	6	19	28	28	24	62	62	46	4	4	11
All Students (Prior Year)	61	61	72779	NA	NA	NA	512	512	505	8	8	21	15	15	20	50	50	43	27	27	15
Female	30	30	37231	103	103	100	505	505	507	7	7	16	24	24	24	69	69	48	0	0	13
Male	30	30	38718	103	103	101	505	505	503	4	4	22	33	33	24	54	54	44	8	8	10
African American	NC	NC	3600	NC	NC	97	NC	NC	497	NC	NC	28	NC	NC	29	NC	NC	39	NC	NC	5
Hispanic	25	25	28090	86	86	98	502	502	497	5	5	28	30	30	30	65	65	37	0	0	5
Asian/Pacific Islander	--	--	1443	--	--	95	--	--	515	--	--	9	--	--	19	--	--	53	--	--	19
American Indian/Alaskan Native	NC	NC	5311	NC	NC	113	NC	NC	491	NC	NC	38	NC	NC	31	NC	NC	28	NC	NC	3
White	25	25	35371	93	93	96	508	508	512	9	9	10	17	17	20	70	70	54	4	4	16
Students with Disabilities	NC	NC	9097	NC	NC	106	NC	NC	493	NC	NC	39	NC	NC	27	NC	NC	29	NC	NC	5
Students without Disabilities	57	57	67105	106	106	100	505	505	506	6	6	18	29	29	24	62	62	47	4	4	12
Limited English Proficient Students	NC	NC	14780	NC	NC	113	NC	NC	486	NC	NC	50	NC	NC	32	NC	NC	18	NC	NC	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	NC	NC	24961				NC	NC	495	NC	NC	32	NC	NC	30	NC	NC	34	NC	NC	4
Non-Economically Disadvantaged	55	55	51241				505	505	509	4	4	14	29	29	22	63	63	51	4	4	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	60	74692	103	103	99	501	501	502	12	12	18	38	38	27	48	48	47	2	2	8
All Students (Prior Year)	54	54	70710	NA	NA	NA	522	522	512	10	10	17	31	31	26	43	43	42	17	17	16
Female	29	29	36710	100	100	99	508	508	509	7	7	14	36	36	26	54	54	50	4	4	10
Male	31	31	37742	107	107	98	492	492	495	17	17	22	42	42	28	42	42	44	0	0	6
African American	NC	NC	3516	NC	NC	94	NC	NC	487	NC	NC	26	NC	NC	31	NC	NC	39	NC	NC	4
Hispanic	25	25	27492	86	86	96	493	493	486	20	20	27	40	40	32	40	40	38	0	0	4
Asian/Pacific Islander	--	--	1428	--	--	94	--	--	528	--	--	8	--	--	20	--	--	54	--	--	18
American Indian/Alaskan Native	NC	NC	5166	NC	NC	110	NC	NC	470	NC	NC	39	NC	NC	32	NC	NC	27	NC	NC	2
White	25	25	34785	93	93	94	508	508	517	9	9	10	32	32	23	55	55	56	5	5	11
Students with Disabilities	NC	NC	8428	NC	NC	98	NC	NC	472	NC	NC	38	NC	NC	30	NC	NC	29	NC	NC	3
Students without Disabilities	57	57	66264	106	106	99	501	501	503	12	12	17	38	38	27	48	48	48	2	2	8
Limited English Proficient Students	NC	NC	14363	NC	NC	109	NC	NC	459	NC	NC	47	NC	NC	34	NC	NC	19	NC	NC	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	NC	NC	24507				NC	NC	480	NC	NC	31	NC	NC	33	NC	NC	33	NC	NC	3
Non-Economically Disadvantaged	55	55	50185				501	501	511	13	13	13	38	38	24	48	48	53	2	2	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	66	71167	103	103	99	447	447	463	55	55	38	35	35	41	7	7	14	4	4	7
All Students (Prior Year)	57	57	66213	NA	NA	NA	437	437	459	55	55	39	36	36	40	7	7	14	2	2	7
Female	24	24	34825	104	104	99	436	436	462	67	67	38	29	29	42	0	0	14	5	5	6
Male	42	42	36047	102	102	99	453	453	464	47	47	38	38	38	39	12	12	15	3	3	8
African American	NC	NC	3225	NC	NC	95	NC	NC	441	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	2
Hispanic	20	20	23643	83	83	97	430	430	445	59	59	53	41	41	37	0	0	8	0	0	2
Asian/Pacific Islander	NC	NC	1503	NC	NC	100	NC	NC	493	NC	NC	18	NC	NC	40	NC	NC	23	NC	NC	19
American Indian/Alaskan Native	NC	NC	5161	NC	NC	103	NC	NC	435	NC	NC	63	NC	NC	30	NC	NC	5	NC	NC	2
White	34	34	35245	97	97	95	450	450	476	54	54	26	31	31	45	8	8	19	8	8	10
Students with Disabilities	11	11	8095	138	138	104	458	458	426	0	0	69	100	100	25	0	0	5	0	0	1
Students without Disabilities	55	55	63072	98	98	99	446	446	464	56	56	37	33	33	41	7	7	15	4	4	7
Limited English Proficient Students	NC	NC	10317	NC	NC	111	NC	NC	426	NC	NC	72	NC	NC	25	NC	NC	2	NC	NC	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	10	10	17057				408	408	440	90	90	58	10	10	34	0	0	6	0	0	2
Non-Economically Disadvantaged	56	56	54110				455	455	468	47	47	33	40	40	43	9	9	16	4	4	8

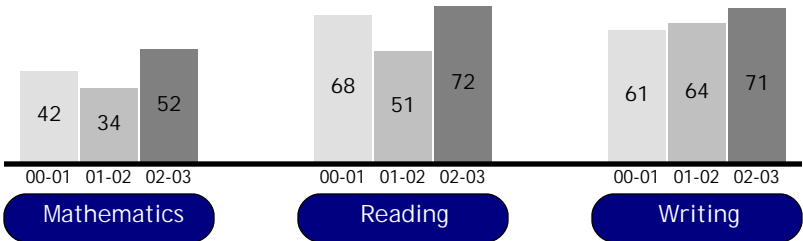
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	66	71100	103	103	99	495	495	502	25	25	25	22	22	21	45	45	40	7	7	15
All Students (Prior Year)	56	56	66144	NA	NA	NA	495	495	504	29	29	24	24	24	20	43	43	40	5	5	16
Female	24	24	34801	104	104	99	490	490	505	24	24	21	24	24	22	52	52	42	0	0	15
Male	42	42	36010	102	102	99	498	498	499	26	26	28	21	21	20	41	41	38	12	12	14
African American	NC	NC	3219	NC	NC	95	NC	NC	486	NC	NC	38	NC	NC	24	NC	NC	31	NC	NC	7
Hispanic	20	20	23630	83	83	96	487	487	485	35	35	37	24	24	25	35	35	32	6	6	6
Asian/Pacific Islander	NC	NC	1509	NC	NC	100	NC	NC	522	NC	NC	12	NC	NC	14	NC	NC	46	NC	NC	28
American Indian/Alaskan Native	NC	NC	5144	NC	NC	102	NC	NC	478	NC	NC	46	NC	NC	24	NC	NC	25	NC	NC	5
White	34	34	35198	97	97	95	494	494	515	31	31	15	15	15	18	50	50	47	4	4	21
Students with Disabilities	11	11	8121	138	138	105	513	513	470	0	0	55	0	0	20	100	100	21	0	0	4
Students without Disabilities	55	55	62979	98	98	99	495	495	503	26	26	23	22	22	21	44	44	41	7	7	15
Limited English Proficient Students	NC	NC	10304	NC	NC	110	NC	NC	462	NC	NC	63	NC	NC	23	NC	NC	13	NC	NC	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	10	10	17040				449	449	483	80	80	40	20	20	25	0	0	29	0	0	6
Non-Economically Disadvantaged	56	56	54060				505	505	507	13	13	20	22	22	20	56	56	43	9	9	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	63	69001	98	98	96	476	476	490	33	33	17	37	37	37	30	30	45	0	0	1
All Students (Prior Year)	48	48	63579	NA	NA	NA	483	483	493	19	19	15	51	51	42	30	30	41	0	0	2
Female	23	23	34086	100	100	97	470	470	496	40	40	13	40	40	36	20	20	51	0	0	1
Male	40	40	34644	98	98	95	479	479	484	29	29	22	35	35	39	35	35	38	0	0	0
African American	NC	NC	3115	NC	NC	92	NC	NC	478	NC	NC	25	NC	NC	44	NC	NC	31	NC	NC	0
Hispanic	19	19	22656	79	79	92	469	469	476	31	31	27	44	44	43	25	25	30	0	0	0
Asian/Pacific Islander	NC	NC	1472	NC	NC	98	NC	NC	507	NC	NC	8	NC	NC	30	NC	NC	60	NC	NC	2
American Indian/Alaskan Native	NC	NC	4940	NC	NC	98	NC	NC	469	NC	NC	34	NC	NC	43	NC	NC	23	NC	NC	0
White	32	32	34501	91	91	93	473	473	500	42	42	10	35	35	34	23	23	55	0	0	1
Students with Disabilities	NC	NC	7386	NC	NC	95	NC	NC	459	NC	NC	46	NC	NC	37	NC	NC	17	NC	NC	0
Students without Disabilities	54	54	61615	96	96	97	476	476	491	34	34	16	36	36	37	30	30	45	0	0	1
Limited English Proficient Students	NC	NC	9662	NC	NC	104	NC	NC	454	NC	NC	51	NC	NC	40	NC	NC	9	NC	NC	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	10	10	16383				445	445	472	80	80	30	20	20	43	0	0	26	0	0	0
Non-Economically Disadvantaged	53	53	52618				483	483	494	23	23	14	41	41	36	36	36	49	0	0	1

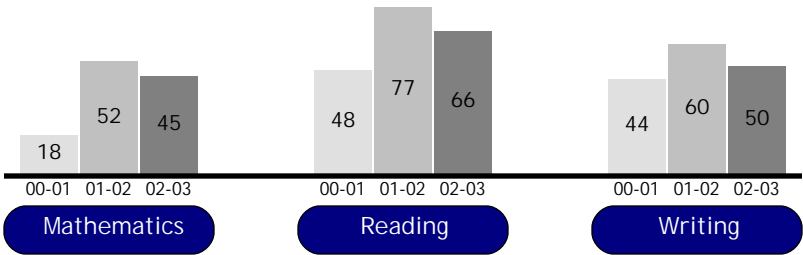
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

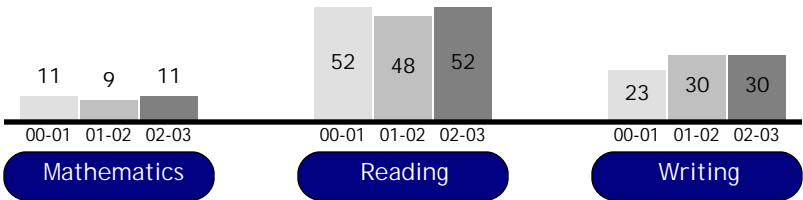
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	44	53	94	48	48	44	92	38	38	50
	Language	--	--	35	45	94	45	45	39	98	27	27	43
	Mathematics	--	--	57	56	94	64	64	52	98	32	32	57
3	Reading	NC	NC	47	50	90	33	33	43	98	41	41	47
	Language	NC	NC	38	55	90	37	37	50	100	44	44	54
	Mathematics	NC	NC	42	53	88	37	37	50	100	44	44	54
4	Reading	NC	NC	60	55	100	49	49	47	98	53	53	52
	Language	NC	NC	52	50	100	46	46	45	100	49	49	48
	Mathematics	NC	NC	59	56	98	53	53	52	100	57	57	57
5	Reading	--	--	41	51	97	47	47	46	100	50	50	50
	Language	--	--	41	46	97	42	42	43	100	49	49	46
	Mathematics	--	--	44	56	93	57	57	54	100	59	58	57
6	Reading	100	56	54	54	100	48	48	49	98	59	59	53
	Language	100	49	47	46	100	38	38	42	100	48	48	45
	Mathematics	98	69	67	61	100	67	67	58	100	70	70	62
7	Reading	100	51	51	53	98	48	48	48	100	45	45	51
	Language	100	50	50	55	98	44	44	51	100	47	47	54
	Mathematics	100	53	53	57	95	54	54	54	100	47	47	58
8	Reading	100	49	49	55	98	51	51	49	100	50	50	53
	Language	99	38	38	50	98	38	38	46	100	36	36	49
	Mathematics	99	54	54	57	98	46	46	54	100	49	49	58

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We work closely with the Williams Police Dept. and School Resource Officer. DARE program, Character Counts, and a Character Room where students with issues have staff supervision outside of the regular classroom until their problems can be addressed.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	David Bowling	(928) 635-4428
Transportation Policy	Johnny Augenstein	(928) 635-2057
Community Resources	David Bowling	(928) 635-4428
School Nutrition Programs	Denise Pouquette	(928) 635-4428
Parent Organization	Natalie Mann	(928) 635-4428
Student Health/Nurse	Maxine Howington	(928) 635-4428

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards